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WILLIAM B. FOWLE, EDITOR.

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**TEACHERS' INSTITUTES.**

This is the season when these very useful and important aids to the teacher are in operation, and we trust that no teacher will allow one to be held in his neighborhood, without making an effort to attend it. It is now five or six years since these Institutes were attempted in New England, and, imperfectly as they supply the place of Normal Schools, there can be no doubt that much good has been done by them, much that the Normal Schools at present can not do. The great object of the wise and prudent should be to provide an improved race of teachers for our schools, *as soon as possible*; and the true policy is, to have many Normal Schools, in which a large company of picked men and women shall be training, thoroughly training for the work, by a long course of study and practice; while, at the same time, the present race of temporary teachers, whose hearts are rarely in the work, and who do not intend to make it the business of their lives, are quickened and improved by Teachers' Institutes. The pay of a district school teacher is so mean, that few can ever afford to go to a Normal School; and many are even kept away from Institutes by the expenses of travel and board. If, therefore, it is an object to have a supply of competent teachers, we fear that nothing short of schools, entirely supported by Government or the public, can produce the supply. To some it may seem unreasonable for Government to undertake to board and educate teachers, when the aspirants to other professions are obliged to board and educate themselves. But there are various reasons for this, and to our mind they are conclusive. The protection of the country against foreign aggression is a duty of the Government, and the profession of arms is open to every one; but how soon our Gov-

ernment saw that a supply of skilful officers could not be obtained by private enterprise. The demand for such was great, and the supply of men breathing the war spirit, and willing to work at a low rate, was not small ; but *scientific* butchers were not to be had in this way, and a school was provided, and pupils have long been supported, and instructed in it, at the expense, for each, of nearly seven hundred dollars a year. If Government may do this for such a questionable purpose, it would seem to be fully justified in supporting schools, whose object is the improvement and not the destruction of men. But there is another consideration. It is acknowledged on all hands, that the education of the people is necessary to the existence of our free republican institutions, and our State governments have uniformly acted upon this principle. Not a State in the Union has refused to legislate for education ; and it is clear, that, if they can do any thing for this object, they can do all that is needed to make education effectual. Besides, if the Government assumes the right, as it does, to intermeddle in the matter of education, by requiring schools, providing for committees, and regulating the qualifications, duties and payment of teachers, the teachers and people have a right to claim the aid, the effectual aid of the Government. The State does not thus interfere with what are called the learned professions, and, of course, it does not aid in the education of students in law, medicine, and theology ; but, if the Government undertook to say that, for every hundred inhabitants there should be a well educated lawyer, physician and minister, and these should be under the supervision of certain persons ordered or appointed by law ; and if the said professional men were obliged to render an annual return of all their clients, patients, or hearers, on pain of losing their pay for neglect of making this return, it would become necessary for the Government to do something for these professions, as they now do for the teachers, or the wronged, sick and sinful would be as ill served as the ignorant now are, and always have been, and no returns would be made.

The Schools established by our fathers went on nearly two hundred years without any essential improvement in their organization or method of instruction. Towards the end of the last century, they felt a start when the supervision of the schools was taken from the Selectmen and given to a Special Committee, but the impulse was slight, and temporary, and the schools became torpid again until the establishment of our Boards of Education. These, especially that of Massachusetts, gave a fresh start to the Common Schools, but that impulse is nearly lost, and at the end of a twelve years' experiment, the schools are as far behind the wants of the age as they were when the Board was first established ;

for, where the schools have advanced one step, the world has advanced ten, and dangers have arisen which were then unfelt. In former numbers, we have shown, satisfactorily, we think, that the Normal Schools are not doing the work expected of them. They neither send out as many, nor as good teachers as they once did. The instruction has every year become less calculated to make the pupils practical teachers *in our district schools*, where nine tenths of the people are to be educated; the pupils too, are younger than formerly, and a reorganization must be made, or these schools may as well be called academies, and cut adrift from the State, as other academies are. The great points of reform are,

1. A rigid examination in all branches taught in Grammar Schools, so that the greater part of the time shall not be expended in teaching what ought to have been known before admission. This would help the Grammar as well as the Normal Schools.

2. The admission of none but such as have given some evidence of *capability to teach*, as well as ability to learn. This capability can be tested by having the Model Schools which are connected with the Normal Schools, conducted on the monitorial plan,—the only plan that develops the teaching faculty.

3. Actual practice in teaching, not in the Model Schools, for there the pupils themselves should assist the principal, but in the Normal School. Here the pupils may teach each other, and classes of children might be furnished by the State, or by charitable institutions. A Normal School might be instituted near the public charitable institutions of cities or large towns, near our Reform School, &c., &c., where a constant supply of pupils would be secured, and a public service rendered.

4. A preference should be given to such as have already taught, and such as are the oldest, other things being equal. As it now is, a large number of the Normals are too young and too ignorant of the human mind, and of the world, and have too little character and personal dignity, to be entrusted with the education of children and youth.

5. The expenses of the pupils, or a large part of them, should be paid by Government, and a bond given to teach in district schools, and refund the advance thus made. This would secure teachers for a few years at least, but, now, there is no security that the Normals will ever teach in district or any other schools, though a verbal promise is sometimes required that they will do so. It is the easiest thing in the world for the young graduate to say she cannot find a school to teach, or not one to her mind, and so to evade the promise. Many of the female Normals, marry soon after they leave the schools, and this is supposed to

absolve them from the promise ; but in these cases, if in no others, the expense paid by Government should be refunded, and the bond should require this to be done.

There should be some better regulations also, for the management of Teachers' Institutes, but we must defer our remarks upon these until a future number.

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### THE CLEVELAND EDUCATIONAL CONVENTION.

Our engagements at the Teachers' Institutes of Maine prevented our being present at the National Convention, which assembled last August, in Cleveland, Ohio. It does not appear, from the Reports we have seen, that any important business was transacted, and yet the doings were not without interest. The second day of the session appears to have been consumed in discussing the question whether the old course of instruction in colleges is better or worse than the new. A proposal to examine into the great subject of Phonography, Phonetic Alphabets, Phonotypy, and Phonetic Reading and Writing, was dismissed as calculated "to encourage particular systems for the benefit of particular individuals." We cannot see why a consideration of the college question is not calculated to do the same thing ; and the question whether much time of every person in the whole nation shall be saved by the introduction of a simple and truly English alphabet, is, to our apprehension, a thousand times more important than, whether a few hundreds of young men shall be educated according to their several wishes and natural abilities, or all be educated alike ; whether they shall study the living sciences and the living languages, or spend the greater part of their time in acquiring a smattering of certain dead languages, which for certain purposes are useful and necessary, but which, to ninety-nine in a hundred of our people, are mere curiosities, of no practical use whatever, and just as important to the correct knowledge of men



and things, as an intimate acquaintance with the mummies of Egypt is to the study of human physiology.

The only test of such questions is the result, and if we bring the old system to this test, what do we find? That those who graduate from our colleges are better informed than thousands who never entered a college? No one will pretend this who knows who are the leading men in all the great concerns of this mighty people. And, besides, it is probably true, that part of the college-taught owe little or nothing of the eminence to which they may have attained, to the dead languages, or to any thing else that is peculiar to the old system. Once, when the school committee of Boston were revising their bye-laws, a learned gentleman proposed that a collegiate course should be an indispensable qualification of the grammar masters; but, another member, also a graduated and excellent scholar, remarked, that a diploma was an unsafe test of ability, for, within a week or two, that very committee had dismissed three or four graduates of colleges for incompetency. The debate upon the question was opened by Pres. Mahan, of Cleveland University, and there is so much common sense in some of his remarks, that we give an extract, premising that all the arguments and all the sentiments he uttered, are just as applicable to the system of instruction generally pursued in our schools and academies as to that pursued in colleges.

“ Pres. Mahan specified, as among the characteristics of the old system, first, the compulsory element, by which all students alike were required to pursue one fixed, prescribed course of study,—not only compulsory as to the studies to be pursued, but as to the time allotted to each study. Secondly, exclusiveness, by which students were educated for three only of the learned professions. The college was no place for one who purposed to be educated for a civil engineer, for instance, *nor for any other scientific pursuit*. Thirdly, the old collegiate system was adapted to cultivate the intellect almost exclusively, and very little attention was devoted to the cultivation of the heart. The great book of nature was studied very little, and the book of inspiration less. A fourth element was, that, of the two years devoted to preparation, and

the four to the college course, one-half was occupied in the dead languages; half of the other half to the several departments of mathematics; and the remaining fraction to some ten or twelve different studies.

The new system, as developed by Dr. Wayland and others, and as established in Brown University, and likewise in the Cleveland University, was adapted to the capacity of the student, designed to meet his taste and wishes, and to have reference to his future course of action. It was more extensive, and each particular science was pursued for a longer period; and the compulsory element, which was the chief objection to the old system, was avoided. In comparing the merits of the two systems, it was only necessary to inquire as to the adaptedness of each to secure thorough mental discipline, and to meet the known wants of the public. There was no reason to assume that ripe scholarship was only to be attained through the old system, or through any one system alone. Neither was there any foundation in truth for the charge against the new system, that it lowered the standard of liberal education; nor for the impression that every departure from the old system was a movement in the wrong direction. The reform did not contemplate shortening the time, nor lessening the amount of study. The results of the old system certainly afforded no proof of its efficiency. *A degree from a college indicated little more than that a student had remained four years in the institution, and had paid his bills; and one-half of the graduates could not read their diplomas without the aid of a Lexicon.\** So true it was that, amidst such a multiplicity of studies as was embraced in the old system, no one could be thoroughly and effectually attained,—a Jack at all trades was good at none. The crowding of twelve or twenty important sciences into a limited college course, was like attempting to learn so many different trades in the course of a seven years' apprenticeship. While the old system, therefore, was a war upon nature, instead of a system of growth and development according to its laws, the new aimed to educate the mind by obeying the laws of Nature, and was eminently adapted to secure to individual minds the most full and perfect form of mental development. It was objected to the new system, that it tended to make one-sided men. If this were true, it were better to have one side well developed and polished, than to have no sides at all."

In connection with this extract, we may be excused for intro-

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\* We think it was Ralph W. Emerson who said, "Some thousands of young men are graduated at our colleges every year, and those who at forty years still read Latin and Greek can be counted on your hand. I never met with ten."

ducing another from an address of Pres. Wayland, of Brown University, at another place, and on a very different occasion, but tending to prove that the old course is by no means so essential, even to the old and acknowledged professions, as many would have us believe. Dr. Wayland said, "I feel obliged, Mr. Chairman, to the Secretary of the Home Department, for the information given us in the paper he has just read. The statistics which he has laid before us I deem of the highest importance. From that part of the report, however, which treats of the subject of the ministry, in its connection with collegiate and theological education, there may be left upon the minds of some a different impression from what the author intended. The views presented look like limiting the Holy Ghost, as if he only who had received a collegiate education, could be sent forth to preach the gospel. I could have wished that the Executive Committee had pursued the subject somewhat farther, especially, knowing as I well do, the real feelings of the Secretary on the matter now under consideration. Look over the history of our denomination, and you will find that the men who have first struck at the root of the tree, have been those who have been honored with but little education, other than that which they have obtained from the English Bible. If we cast our eye over the heathen world, taking the ground that none are to proclaim the gospel to the nations of the earth but those who have had the blessing of a public education, we may well ask where are the men to be found. But I would call upon the man of business, the farmer and the mechanic, to engage in this work. Availing himself of such opportunities as, by the providence of God, may be thrown within his reach, let each brother who may feel called to this work feel that the command of the Saviour comes to him. Not that I would speak derogatory of education; it is my trade, and a man is accustomed to speak well of that which comes in the line of his business. Still I feel that talents to be employed in the ministry must be called into action from all the departments of life, before the great day of the Lord comes. I have frequently lamented that the ancient order of men has been laid aside. I have known men in this city who have labored in their chosen callings during the week, and preached on the Sabbath. I see before me many men who are now laboring with churches planted by such men as these. I do not wish the impression to go forth that no man can preach the gospel here, or in a Karen jungle, without having received a complete education. But let the men go forth with such ability as God may have bestowed upon them."

Numerous subjects were announced to the meeting by the Standing Committee, as those on which papers and remarks would

probably be made during the sessions of the Association. We have seen no account of the discussions, but we publish a schedule of the subjects, because they are just such as may usefully employ the thoughts and tongues of teachers, at Institutes or County Conventions, where much time is wasted upon matters of little importance.

Comparative merits of the old and new system of *Liberal* (?) Education.

Normal Schools, Teachers' Institutes, and other means and agencies for the professional education of Teachers.

Organization of Public Schools in cities and large villages, compared with District Schools.

Progress of Education in the several States, since the last meeting.

The utility of Physiology to Teachers.

An Educational Department under the U. S. Government, at Washington.

Supervision of Schools. Proper function of Text Books.

The relative value of Mathematics and the Languages, as exercise for the mind.

What changes in the system of Education are to be desired; and the proper mission of Colleges and Schools.

Mutual dependance of Colleges and Common Schools.

We solicit short and well written essays upon any of these subjects.

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### WOMAN'S INFLUENCE OVER MAN.

From the cradle to the grave of man, woman exercises an all-pervading and unintermitted influence upon his character and destiny. She calls forth and directs his earliest emotions. All that is good in him, all that is true, all that is immortal,—and nothing is immortal but goodness and truth,—is owing to her watchful and tireless nurture of his instincts. In the helplessness of infancy, woman is to him as Providence, awakening in him those feelings which afterwards rise and expand to philanthropy and devotion. She is his earliest conception of God. Through the whole of his mortal existence, a mother's love to him is a bright and visible symbol of divine love; pure, unselfish, self-sacrificing, unchanging, unquenchable, it goes out with him in all the alternations of life, in sorrow and in joy, in sickness and health, rejoicing, sorrowing with him and for him, and for him alone; clinging to him with a closer grasp, when all have deserted him, and because all have deserted him, and even in disgrace and infamy not forsaking him;—love stronger than pain, than death and the grave. *Boston Quarterly Review.*



## MOHA MUDGAREE;

## OR, A REMEDY FOR DISTRACTION OF MIND.

Done into English verse from the verbatim translation of Sir W. Jones.—*Vide "Asiatic Researches."*—LONDON NEWS.

Restrain, deluded man, thy thirst of wealth,  
 Repress it with the force of mind and will;  
 Would'st thou preserve thy spirit in its health?  
 With noble actions feed it to the fill.

Thy wife, thy son, thy daughter,—what are they?  
 The wonders e'en of this world who can tell?  
 What art thyself? Whence com'st thou? Can'st thou say?  
 My brother, ponder, ponder on this well.

Boast not of youth, nor opulence, nor power;  
 Ere thou can'st think, Time snatches these away.  
 Check these delusions,—fancies of an hour,—  
 At Brahma's foot repose thy heart, and pray.

Like water-drops upon the lotus leaf,  
 With tremulous motion gliding to and fro,  
 Is life;—the converse of the good is brief,—  
 It is our ship upon the seas below.

With body weak, mouth toothless, hair grown grey,  
 The staff he leans on shaking in his hand,  
 Man's thirst of gain survives in his decay,  
 And would, were all earth's wealth at his command.

How quickly are we born, and old, and dead!  
 How short the interval 'twixt death and birth!  
 The viciousness of earth how widely spread!  
 Wherefore, O man! liv'st thou in thoughtless mirth?

Day follows day; eve follows eve; morn, morn;  
 Springs after springs; winters on winters rise;  
 Life ever on Time's stream is onward borne;  
 But mortal expectation never dies.

Love not too fondly woman, kinsman, child  
 Nor friend, in peace; in war, hate not thy foes;  
 Be equable to all, and gently mild,  
 Would'st thou attain to Vishnu's calm repose.

In thee, in me, in all we see and know,  
 There lives and breathes a part of Vishnu's soul;  
 Then love not, hate not, with immoderate glow,  
 For all things are but parts of One Great Whole.

The boy so long delighteth in his play,  
 The youth so seeks the maiden of his love,  
 The old man frets so long his thoughts away,  
 That there are none to worship Him above.

Ponder, my brother, ponder on this word,—  
 The word of truth, that passes not away;  
 What hope is there for him, who, having heard,  
 Will not bow down his head, and meekly pray?

## EXCERPTA CORRIGENDA.

"MR. EDITOR:—On page 133, of the current volume, you use the following expression, "The several districts bear a similar relation to each other that the towns do." *Similar* to what? The *to* before *each* does not refer to *similar* but to relation. Take out the words "relation to each other," and also the *a* before *similar*, and we have "bear *similar that* the towns do," from which I infer that you used *similar* for *like*, which latter, you know, can be used without *to* expressed. I should not point out such an error if it were not in print, and also editorial. I submit it to your re-inspection."

With great deference to our correspondent, we must say that we do not feel convicted of error, in the sentence alluded to. Our sentence completed would be, "The several districts bear a similar relation to each other that the several towns bear to each other," and we think we expressed this idea very succinctly, and claim some credit for having made one preposition answer for the two words *relation* and *similar*. We thought *like* too strong a word, and we find that Crabb authorizes the distinction we made, when he says, "Feelings are *alike*, sentiments are *alike*, persons are alike, but cases are *similar*, circumstances are *similar*, conditions are *similar*. *Likeness* excludes the idea of difference, *similarity* only includes the idea of casual likeness." We leave the matter to the judgment of our readers.

The same excellent correspondent, the most thorough teacher we ever knew, has the following additional criticisms.

While upon the subject of grammatical errors, I would call your attention to the following, which I recommend to a Mr. Wells, who has published an English Grammar, as he calls it, and who seems to have collected all the *blunders* he could, and pronounced them good English, though the writers would probably have been ashamed, had the expressions been pointed out to them. In his next *Collectanea Grammatica Anglicana*, (*corrigenda*), I recommend to him the following:

"The respondent proceeded to levy and seize upon certain property of the government, and the military officers then occupying

the garrison or barracks."—*Judge Grier, of U. S. Court.* (The Judge did not mean to say the respondent seized the officers. *Of* is needed between *and* and *the*.—Ed.)

"Political martyrdom would be preferable *than to see* the republic dismembered, and its glories gone."—*Hon. R. J. Ingersoll.* (*Than to see* should be *to seeing*.—Ed.)

"The pardoning privilege consists in the authority partially or wholly *to remit the penalty*, which, in the due and regular course of justice, *has been inflicted* for some offence."—*Dr. Lieber.* (We believe Dr. L. is a German, and not an Hibernian. It may be said, however, that although *penalty* is frequently used for *punishment*, it is not necessarily so restricted; but, if the Dr. intended to use it for *fine* or *sentence*, the word *inflicted* should have been imposed.—Ed.)

"No reform ever fairly begins in a convict before he has *not* calmly made up his mind to submit to the punishment."—*Dr. Lieber.* (Probably, *not* should be omitted.—Ed.)

"I say here, that I *had* rather encounter all the hazard of debate," &c., &c.—*Senator Butler, of South Carolina.* (*Had*, for *would*, is a common error; but our impression is that *had* should not, in all cases, be rendered *would*, as some grammarians direct.—Ed.)

"I *will* have accomplished all I desire."—*Hon. Mr. Kaufman's Speech.*

"I suppose we *will* be told."—*Hon. Mr. Duncan's Speech.*

"In whatever aspect, then, we consider it, we *will* be as well prepared for the struggle as the North.—That we *will* be forced to the alternative."—*John C. Calhoun.*

"I may, no doubt *will*, frequently err, but never intentionally."—*Governor of S. Carolina.*

(The use of *will* for *shall* is a Southern and Western error, which can not be too carefully avoided.—Ed.)

"To reply to a point made by the gentleman from Indiana, on yesterday."—*Hon. Mr. Bayly's Speech.* (The insertion of *on* before *yesterday* and *tomorrow*, is fast gaining ground, we fear; but it is a departure from good usage, and as awkward as the omission of *on* before the names of the days of the week. "He killed Friday one of his pursuers;" or, "He dined Monday, and every other day of the week, at the hotel," may imply that Friday was killed, and Monday feasted, which is not exactly true. It is amusing to see that the same writers who insert *on* before the words *tomorrow* and *yesterday*, thus inconsistently and awkwardly omit it before the names of the days. Teachers must be on their guard against such blunders.—Ed.)

## THE DISTRICT SCHOOL AS IT WAS.

The following sketch of one of the teachers who found employment sixty years ago, is extracted from Eaton's History of Warren, just published, and is a very interesting item in the history of our Massachusetts schools. It is some consolation to know that a known drunkard could not obtain employment in any district school at the present time.

A new and eccentric character made his appearance, about this time, (1790,) in the person of John Sullivan, a native of Dublin, Ireland, who, for many years was an occasional resident in that town, and repaid the trouble he occasioned by the merriment he produced, and the literary taste he assisted to form. He had made respectable attainments in science, and possessed a highly-cultivated taste in literature; but was subject to periodical fits of intemperance, and an appetite for strong drink, which, while the fit lasted, nothing could restrain or appease. He had been employed in various places, between here and Pennsylvania, either in teaching or making shoes, in both which he excelled,—leaving one place after another, as his excesses made his departure alike welcome to his own feelings and the convenience of his employers. Having formed an acquaintance with his Catholic countrymen, O'Brien and Carven, he was a long time employed as a teacher in the school-house which stood on Col. Starrett's land, a little above the present house of Deacon Singer. Here, his skill as a teacher,—saving his prejudice against the "silver spoons," as he called the darlings and favorites of their parents,—was highly approved; while his companionable properties, and never-failing good humor, induced the people to overlook the vacations made necessary by his infirmity. Boarding round, as a schoolmaster then, as now, was expected to do, he at one time left a boarding-house before supper, and arrived at a new one when supper there was over. Waiting some time with no prospect of any thing to eat, he called for a candle, saying he must go and look for his supper, which he believed he had lost somewhere between the two houses. The anecdotes of Swift, the sublime passages of Milton, and the whole of Young's Night Thoughts, were at his tongue's end. Taking up the last of these, at Rufus Crane's, who told him he was unable to read the book, and wished he would teach him, "Find your place," said he. "Any place," said Crane, "it is all alike to me." "Open your book," said



Sullivan. C opened, promiscuously, at one of the Nights, and handed him the book. "Keep it," said S., and immediately commenced repeating, and went through with the whole chapter, without missing a word. In the school-house before named, he had his chest well stored with favorite authors, and containing some thirty or forty quires of arithmetical and algebraical solutions of curious and difficult questions, with a variety of contractions and short methods, which he had discovered, of performing common operations. These he intended to abridge and publish; but, one unlucky morning, having kindled a fire, as usual, and gone back to breakfast, on his return he found the house enveloped in flames, and his chest and books beyond recovery. The shock was too great for his nerves; he turned and walked off, without uttering a word, and nothing more was seen of him for many months. He afterwards attempted to recover his solutions and inventions, but the appearance of Pike's Arithmetic, which anticipated the most valuable part of them, discouraged and disheartened him. He continued to exercise one or the other of his two callings, in the neighboring towns and on the islands, apparently unhappy in himself, but a source of amusement to others, for some twenty-five years, and ended his days in the alms-house at Boston.

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### HYPERBOLE IN SPEECH AND ACTION.

It is amusing to see the straining after something extreme and excessive which characterises our countrymen. If a funeral is to be got up, the tendency to excessive parade increases with every death, so that what was once an honor to a Major General of the Revolutionary Army will hardly answer for the obsequies of a Lieutenant in the Mexican War. Every time a President visits New England some new extravagance is perpetrated, till it requires some ingenuity to invent new excesses. These remarks are also applicable to the language used in public addresses, and the manner in which reporters notice the effect of fulsome speeches upon an audience are often truly ludicrous. During the late visit of the President and his Cabinet to Boston, to celebrate a glorious work of peace, the Secretary of the Interior, a native of Virginia,

paid the following compliment to Massachusetts, and the Massachusetts men *modestly* did as the reporter declares in italics. The climax parentheses in the concluding sentence is a model of its kind, and it is fortunate for the reporter that the speaker did not add another clause to his comparison. The Secretary, addressing the Governor, said : —

“ Sir, my friend said to us here to-day, that it was not a day devoted to him, that it was devoted to the strangers. Sir, if he intended to allude to me as a *stranger*, I deny the application of the term. Sir, it is true I never before stood upon the soil of Massachusetts ; but, sir, can Massachusetts be a stranger to Virginia ? (*Enthusiastic applause.*) No, sir ! I feel that, as a Virginian, as a son of that glorious old commonwealth, which stood side by side with Massachusetts, in the darkest hour of the revolution, I am no stranger within her borders. (*Loud cheers.*)

Sir, when I saw these evidences of your prosperity and of your advancement in every thing that promotes national happiness, I felt not one sentiment of envy. No, sir ; I felt that while all these things belonged to Massachusetts, they belonged also to the Union,—they belonged also to *me*. (*Sensation.*) Sir, I shall go back to Virginia, as I said before, instructed. I *will* be able to teach my venerated old mother some few lessons of the modern mode of growing into prosperity. I trust, sir, that the few hours I have spent here have not been uselessly spent. But I must acknowledge that I did feel something like humiliation when I contrast the condition of my own commonwealth with that of Massachusetts. Sir, she has a climate superior to yours. She has a population, in many of their traits, your equals. But she has not understood the true lessons of practical economy. You have taught her a lesson. I will be the bearer of it to her when I return to my home. But, while I acknowledge our inferiority to your whole State, in many things, there are others in which I feel she is your equal. If you have your Bunker Hill, we have our Yorktown. If you have your Adams, we have our Jefferson and our Madison. If you have had your Daniel Webster, (*reiterated applause,*) we have had our Patrick Henry ! (*Stunning cheers.*) And, high above them all, we have our and your WASHINGTON !! (*Irrepressible enthusiasm.*)

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It is not the height to which men are advanced that makes them giddy,—it is the looking down upon those beneath them.—*Byron.*

## SATURN'S RINGS.

Saturn has been observed surrounded by a ring, ever since the discovery of the telescope. At first, Galileo thought the ring to be two attendant planets, but the true character of the phenomenon was soon apparent, and when powerful telescopes were constructed, it was seen that this ring was double—an outer and an inner ring. In November last, the Messrs. Bond discovered a new division in the ring. The younger Bond then began investigations which conclusively proved that these rings which astronomers had gazed at, and mathematicians reasoned about, for two hundred and forty years, were not, as had always been supposed, solid bodies.

For, by referring to the observations of the best astronomers, he found that the division in the rings is not permanent. Sometimes divisions have been plainly seen, which, at other times, were invisible. Moreover, he establishes, by reasoning upon the known dimensions of the planet and its rings, the conclusions that neither a few nor many, neither regular nor irregular *solid* rings can account for the observed phenomena. Hence, says he, the ring is fluid, and constantly dividing, reuniting and dividing again; and against this conclusion no valid objections occur.

Such bold conclusions by so young a man seemed startling enough, but they are confirmed by Prof. Peirce, who gives Mr. G. P. Bond the praise of having "clearly sustained, by his own simple and novel computation, his bold and ingenious theory." Mr. Peirce, by entirely different reasoning, independent of observation, shows that Mr. B.'s positions, in regard to Saturn, are true of any planet existing or conceivable; that no solid ring can encircle a planet. Saturn's rings are a fluid rather denser than water. Moreover, the moons of Saturn are necessary, to keep his rings about him; and no other planet has moons enough properly arrayed to hold up a ring. The Sun might hold a ring between Mars and Jupiter, if anywhere; but he could not there;—his attempt at doing it *may* have given birth to the Asteroids—fourteen of which are already known, between Mars and Jupiter.—*Boston Traveller*.

The new theory in regard to the formation of Saturn's rings, was first broached by Laplace, who supposed that the body of our Sun once extended to the outer limit of our solar system, including in its substance all the planets, moons, comets, and aërolites;—that the rotation of this immense fluid sphere, caused a swelling at its equator and a flattening at its poles;—that the ridge thus raised at the equator,—moving, of course, more rap-

idly than the main body of the sun, became detached from it, and, not having consistency enough to retain the form of a ring, coalesced into a ball, which we call a planet or comet. The planets, retaining the motion of the sun, themselves, by the same law, raised ridges and threw off rings, the less dense, throwing off the most, until, at last, the earth raised one ridge that it could not throw off, and Saturn threw off two or more rings which were too dense to coalesce into a ball, or, as Mr. Bond supposes, were kept in place by the influence of the eight moons outside of them, and so continued to revolve, unbroken, around the planet.

Connected with this theory is a pleasant anecdote, which we have never published, but which deserves to be known. Sometime about 1822, a gentleman, who said he was from Virginia, called on us about sunset, and asked us to translate about twenty quarto pages of a French work for him before eight o'clock next morning. He said that a friend of his, in Virginia, having invented a new theory of the world, had requested him to lay it before Dr. Bowditch; and, when he had done so, the Dr. told him it was not new, and took from his bookcase a volume which, he said, contained a similar theory. The Dr. would not lend him the volume to carry home to his friend, but offered to let him have it till morning, if the writer of this notice could be induced to translate the passage for him, the gentleman and his friend not understanding French. We did the work, and the Virginian departed next morning. We have never heard of him since, but the translation was made from La Place's "*Système du Monde*" which then was but little known in this country. It would be interesting to know whether the man did really invent a theory similar to that of La Place, and, if so, who he was. We never heard the name of the agent who employed us, nor that of his friend. Can any of our Virginia subscribers enlighten us on the subject? — Ed.

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As we have made numerous engagements to instruct and lecture at Teachers' Institutes, the ensuing season, we hope any little irregularity that may arise from our absence, will be forgiven by such subscribers as have paid; — those who have not paid, will not, of course, forgive us.

☞ All Communications, Exchanges, and Books for review, must be directed to Wm. B. Fowle, West Newton, Mass.

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